

Year 5 Writing Framework

Aspect	Autumn	Spring	Summer
Handwriting	<ul style="list-style-type: none"> I can write legibly and consistently in every piece of writing. 	<ul style="list-style-type: none"> I continue to produce legible joined handwriting in all areas of my learning. 	<ul style="list-style-type: none"> I continue to produce legible joined handwriting in all areas of my learning.
Spelling	<ul style="list-style-type: none"> I can proofread my learning for age appropriate spelling and punctuation errors. I can confidently use a dictionary to support spelling. I can confidently use a thesaurus to find synonyms for words. I use word endings (-ious, -cious, -cial, -tial). 	<ul style="list-style-type: none"> I can spell some taught homophones. I convert nouns and adjectives into verbs by adding a suffix. <i>These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1).</i> 	<ul style="list-style-type: none"> I can use word families/root words to support my spellings. I can spell some commonly misspelt words from Year 5 and 6 word list. e.g accommodate, embarrass and pronunciation. I spell some words with silent letters – psalm, solemn. I can use the prefix bi-. I can spell most taught homophones. <i>These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1).</i>
Composition	<ul style="list-style-type: none"> I can write using the features of taught genres, keeping my audience in mind. I can link ideas within paragraphs to show cohesion. I can orally rehearse my sentences before writing. 	<ul style="list-style-type: none"> I can use dialogue and description to develop characters to have an impact on the reader. I can use a variety of sentence structures (simple, compound, complex) for effect. I use what I have read and integrate it in my writing. 	<ul style="list-style-type: none"> I can use deliberate vocabulary and sentence types to develop atmosphere in my writing. I can manage shifts in place and time effectively using adverbs, conjunctions and prepositions.
Grammar	<ul style="list-style-type: none"> I use the correct tense throughout my writing most of the time. I can open my sentences in different ways (<i>simile openers, adverbials and subordinate clauses.</i>). I can identify the purpose of my writing and which features will create the best impact. I can identify and edit cohesion and standard English errors mostly 	<ul style="list-style-type: none"> I can use figurative language in my writing to create effect – <i>simile, metaphor, personification.</i> I use modal verbs or adverbs to indicate possibility. I can use embedded clauses to add additional information to my sentences. I can clarify meaning by changing vocabulary and grammar when editing. 	<ul style="list-style-type: none"> I can use relative clauses and relative pronouns (<i>that, which, whose, whom, who</i>). I use the simple, perfect and progressive forms of verbs. I can use figurative language to compose a poem. I can identify and edit cohesion and standard English errors independently through proofreading of my writing.

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Punctuation	<ul style="list-style-type: none"> ● I use commas to avoid ambiguity. ● I can punctuate most of my sentences accurately for taught punctuation. 	<ul style="list-style-type: none"> ● I punctuate direct speech accurately, with a comma for the reported clause. ● I can use colons to introduce a list. 	<ul style="list-style-type: none"> ● I use begin to use some: dashes, brackets, and commas to indicate parenthesis and have an understanding of why they are used. ● I can use all taught punctuation correctly in my sentences.